

Approved: 3-6-98
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Michael R. O'Neal at 3:30 p.m. on January 27, 1998 in Room 519-S of the Capitol.

All members were present except:

Representative John Ballou - Excused
Representative Ralph Tanner - Excused

Committee staff present: Ben Barrett, Legislative Research Department
Avis Swartzman, Revisor of Statutes
Cindy Wulfkuhle, Committee Secretary

Conferees appearing before the committee:

Michael Byington, Director of Envision
Sue Chase, Kansas National Education Association
Chad Wick, President, RISE
Cathie Harvey, RISE

Others attending: See attached list

Michael Byington, Director of Envision, appeared before the committee with a bill request that would require a statewide study to assess the literacy of blind students on a grade level basis and report its findings and recommendations to improve literacy of blind students (Attachment 1). Representative Stone made a motion to have the request introduced as a bill. Representative Empson seconded the motion. The motion carried.

Sue Chase, Kansas National Education Association, appeared before the committee with a bill request that would create an autonomous standard board for teachers and administrators (Attachment 2). Representative Storm made a motion to have the request introduced as a bill. Representative Shore seconded the motion. The motion carried.

Representative Stone had a bill request that would equalize state aid on bonds. He made a motion to have the request introduced as a committee bill. Representative Horst seconded the motion. The motion carried.

Representative Horst requested a bill that would allow direct payment to staff for attending staff development programs is an allowable expense from inservice funds provided that the staff development activity occurs during a noncontractual time (Attachment 3). She made a motion to have the request introduced as a committee bill. Representative Reardon seconded the motion. The motion carried.

Presentation on RISE

Mr. Wick began the meeting by stating that he was former bank president who, because of a merger has taken a new direction in his life. His involvement with the RISE program has grown from his involvement with children's and educational issues.

Mr. Wick cited several statistics such as two-thirds of mothers being in the work force leave their children in child care centers. Eighty-six percent of child care centers are mediocre to poor. Many working parents are disengaged from their children's education and have no idea what is taking place with their children's development. This is where 'Winning Teams' comes in. Four items of information were distributed entitled, "Governors Bulletin (Attachment 4), "Credits and Certifications" (Attachment 5), and Ohio's Distance Learning Training Program on Parent Involvement in Education. (Attachment 6)

Cathie Harvey spoke of the link by satellite that supports parents, teachers and caregivers working together for development of children in a nurturing environment that will enable them to start school ready to succeed.

Mr. Wick told of the wide ethnic and demographic range of parents and named several entities involved from business, the public sector and the private sector. Some of these included: National Association for the Education of Young Children; Zero to Three; Head Start; National Association of Child Care Resources & Referral Networks. In the business sector he named Proctor and Gamble, and the Kroger Company. Private

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION, Room 519-S Statehouse, at 3:30 p.m. on January 27, 1998.

sector groups included the A.L. Maliman Family Foundation; Martha Holden Jennings Foundation; and the Mayerson Foundation. He explained that RISE is a non-profit organization. The Winning Teams pilot program was implemented in 1996 and funded with \$1.25 million state challenge grant with matching funds from businesses and private foundations.

Ms. Harvey told of the three basic shapes involved; the circle, triangle and square. The circle signifies development; the triangle, learning; and the square, partnership. She spoke on the three levels of knowledge, attitude and behavior and explained the way it works is through high tech/high touch. It is a video and audio interaction that brings backgrounds and cultures - economic and social elements together. There is always a trained facilitator that has knowledge of the material that works with the groups involved. A workbook entitled "Hands On, Minds On, Feelings On" is on file in the Legislative Research Department.

The committee meeting adjourned at 5:30 p.m. The next meeting is scheduled for February 2, 1998.

Choices & resources for people who are blind or low vision



EnvisionSM

PLEASE REPLY TO: Michael Byington, Director
Envision Governmental Affairs Office
P. O. Box 1063
Topeka, Kansas 66601
(785) 575-7477 (local office and voice mail)
(785) 233-2539 (FAX)
mbyington@delphi.com or mbyingto@ink.org

January 21, 1998

TO HOUSE EDUCATION COMMITTEE:

We are requesting the attached bill.

For a number of years, blind Kansans have been expressing to us a deep concern about declining literacy levels among blind students and blind high school graduates in the State of Kansas. Representative Richard Edlund attempted to address this issue during his tenure in the Kansas Legislature through authoring the KANSAS BRAILLE BILL which was adopted into law. Through this legislation, all blind and legally blind students in Kansas must have Braille offered to them as a literacy choice, and Braille must be taught unless there is a documented reason as to why Braille is not appropriate for the student. While an extremely helpful and appropriate piece of legislation, this act alone has not resulted in a significant additional concentration on the overall issue of literacy levels of blind students.

While we know that literacy levels among the Nation's blind population are declining due to national statistics, and while we have some small study and antidotal information in Kansas to suggest that this is a problem of major proportion in our State, we do not at this juncture have a handle on the

801 East

Tel 316

Web 1

House Education
1-27-98
Attachment 1

specifics of the problem, or how severe it may be, across the entire population of blind Kansas students. Thus before we attempt to work with the State Board of Education to arrive at relevant solutions, this information is needed.

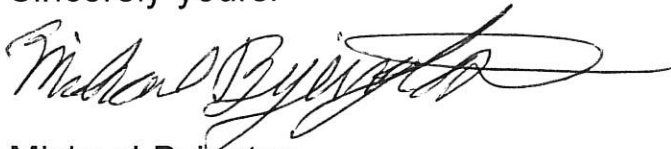
The idea of a State study of the issue was proposed to us by some blind Missourians who are requesting similar legislation in that State. Representative Bill Boucher, Kansas City, Missouri, has drafted similar legislation on behalf of blind Missourians. A draft of Representative Boucher's legislation is attached after the conclusion of my proposed bill draft. I mention this, and provide this material, because having similar studies going on in two adjoining States could certainly provide some valuable information not only comparing results of studies from State to State, and looking at results of comparative solutions, but would provide helpful information to educators, rehabilitation professionals, and employers along the Kansas-Missouri border who share labor forces across State lines.

There are some differences, however, in the Kansas proposal I have provided here and Representative Boucher's Legislation. This is due in part to our more unique structure given the powers of our Kansas State Board of Education. I have attempted to make drafting adjustments to allow for these Constitutionally related issues. The Revisor of Statutes will no doubt further assist in refining these adjustments. Also, Representative Boucher is calling for the study authorized by the Legislation to be ongoing from year to year. This impresses me as creating a higher fiscal note than would be likely to be approved in Kansas, and I believe the more immediate need is to identify the magnitude of the problem and then direct ourselves toward solutions. The study proposed by this bill thus has a closing date and is a one time event. Any required follow-up studies would be identified, budgeted, and requested through separate legislation.

When I make a bill request about which I have strong convictions, it is always a temptation to begin arguing the positive merits of the bill. I shall

try and avoid taking major steps over this line, but I would conclude by noting that whatever fiscal note may apply, the cost of having be coming generation of blind citizens at a level of less than competitive literacy would be exponential. With computer driven refreshable Braille displays, computer and electronic assisted enlargement of print, and other advances in assistive technology, there is no reason for unemployment of blind and legally blind citizens to remain at its very high 74%. To access and effectively use this technology, however, Braille and/or large print literacy at competitive levels of speed and comprehension are essential. We can not afford to allow this problem to become further out of hand.

Sincerely yours:

A handwritten signature in black ink, appearing to read "Michael Byington". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Michael Byington
Director of Governmental Affairs

DRAFT LEGISLATION

Section 1. 1. As used in this section, the following terms mean:

(1) "Blind persons or visually impaired persons" are individuals who:

(a) Have a visual acuity of 20/200 or less in the better eye with best possible conventional correction, or have a limited field of vision such that the widest diameter of visual field subtends an angular distance not greater than twenty degrees; or

(b) Have a reasonable expectation of visual deterioration to the level described in (a); or

(c) Cannot read printed material at a competitive rate of speed and with facility due to lack of visual acuity;

(2) "Literacy" means reading and written communication and comprehension of reading and written communication. This may include, but is not limited to, braille and large print;

(3) "Student" means any student who is blind or any student eligible for special education services for the visually impaired as defined in P.L. 942-142.

2. The Kansas State Department of Education shall conduct or cause to be conducted a statewide study to assess the literacy of blind students on a grade level basis and report its findings and

recommendations to improve literacy of blind students to the Governor, Senate Education Committee, House Education Committee, and Kansas State Board of Education no later than January 31, 1999. Such study, in the assessment of each student, shall include an assessment of whether the most appropriate reading media or medias -ie- braille and/or large print are being utilized.

3. By no later than January 31, 2000, the State Department of Education shall, having evaluated the study, issue a plan with specific dated milestones for the purposes of correcting any deficits in literacy of blind students to grade and age-appropriate levels which have been identified, as compared with their sighted peers. While it shall be noted within study results if students are identified as having learning, emotional, or mental disabilities in addition to their blindness or visual impairment, these additional impairments shall not exempt such students from participation in the study or from the assessment of whether the most appropriate media or medias are being utilized to obtain maximum potential literacy.

HB 1088

L2502.01

AN ACT

Relating to blind and visually impaired students.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF MISSOURI, AS FOLLOWS:

Section 1. 1. As used in this section, the following terms mean:

(1) "Blind persons or visually impaired persons",

individuals who:

(a) Have a visual acuity of 20/200 or less in the better eye with conventional correction, or have a limited field of vision such that the widest diameter of the visual field subtends an angular distance not greater than twenty degrees; or

(b) Have a reasonable expectation of visual deterioration;

or

(c) Cannot read printed material at a competitive rate of speed and with facility due to lack of visual acuity;

(2) "Literacy", reading and written communication and comprehension of reading and written communication. This may include, but is not limited to braille, large print and computer-aided communications;

(3) "Student", any student who is blind or any student

HB 1088

eligible for special education services for the visually impaired as defined in P.L. 94-142.

2. The division of special education of the department of elementary and secondary education shall conduct a statewide study to assess the literacy of blind students on a grade-level basis and report its findings and recommendations to improve the literacy of blind students to the governor and general assembly no later than December first of each year.

3. The division of special education of the department of elementary and secondary education shall annually provide a report to the governor and general assembly, no later than December first of each year, which describes the division's progress in implementing the recommendations, any significant obstacles to continued progress in implementation, the divisions's plans and time frame for removing these obstacles.



KANSAS NATIONAL EDUCATION ASSOCIATION / 715 W. 10TH STREET / TOPEKA, KANSAS 66612-1686

Susan Chase Request for Bill Introduction
Before House Education Committee
Tuesday, January 27, 1998

Thank you Mr. Chairman and members of the committee for allowing me to appear before you to request a bill introduction. I am Susan Chase and I represent the Kansas National Education Association. I am here before you to request the introduction of a bill creating an autonomous standards board for teachers and administrators.

Teacher quality has become a major focus area for KNEA. In our work to determine how to achieve a quality teaching force in Kansas, we have identified the creation of an autonomous standards board as an absolutely necessary part of the system.

We believe the easiest, most efficient, and best way to create this board is to use parts of the existing system. Currently in Kansas we have an advisory standards board that reports to the State Board of Education. Our proposal would be to take the existing 21 member Standards Board and give them full authority to adopt rules and regulations for the professional standards governing teachers and school administrators. We would also recommend that the Professional Practices Commission, which is advisory to the State Board be made advisory to the new standards board. This would mean the new standards board would govern pretraining selection, preparation, admission to and continuance in the professions of teaching and school administration.

Our proposal would continue the board as it is currently constituted. The sitting members would remain until the end of their term. At that point the position would be open for gubernatorial appointment. This would allow a smooth transition into the new system.

We believe that the current advisory standards board and practices commission have proven they have the ability to govern the profession and are making great strides toward the creation of a quality teaching force in Kansas. We would like to see those efforts unhindered by partisan politics.

I would like to thank you for your time and ask you to introduce our bill..

House Education
1-27-98
Attachment 2

DAVID J. BREWER SCHOOL

Linda Aldridge
Principal
401 N. 17th Street
Leavenworth, KS 66048

Telephone (913)684-1490

Mike O'Neal, Chairperson
House Education Committee
KS House of Representatives
Room 170W
300 SW 10th
Topeka, KS 66612

January 20, 1998

Dear Mr. O'Neal,

The David Brewer School Planning and Management Team requests that Statute KSA 72-9609 be altered as indicated, to include the italicized sentence:

Inservice education fund; establishment; sources; use. There is hereby established in every school district a fund which shall be called the inservice education fund, which fund shall consist of all moneys deposited therein or transferred thereto according to law. All moneys received by the school district from whatever source for inservice education programs established under this act shall be credited to the fund established by this section. The expenses of a school district directly attributable to inservice education programs shall be paid from the inservice education fund. *Direct payment to staff for attending staff development programs is an allowable expense from inservice funds provided the staff development activity occurs during noncontractual time.*

In accordance with Leavenworth Schools District policy, the David Brewer SPMT is responsible for ensuring that all our students meet or exceed State and local academic standards. Staff development is a critical component of our school plan for improving student achievement.

Staff development needs continue to expand as we change instructional strategies associated with reading, math, and social skills instruction. Technological challenges bring new methods for meeting student needs and increased time demands as teachers learn to utilize hardware and software needed for computer assisted instruction.

House Education
1-27-98
Attachment 3

The proposed change in statute KSA 72-9609 will allow use of staff development funds for direct payment to teachers who attend workshops on weekends, evenings, and during the summer. This is preferable to the practice of using substitute teachers to cover classrooms as teachers attend staff development activities during normal working hours. Students are better served with no additional cost to the taxpayer.

Your careful consideration of this request is greatly appreciated. Please call if you require further information or assistance as necessary changes to KSA 72-9609 are accomplished.

Sincerely,

David Brewer School Planning and Management Team



Linda Aldridge

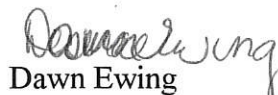

Barbara Freix


Renee Brown



Janet Drews

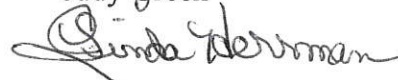

Angela Sculley


Pam Barba


Dawn Ewing


Julie Lizardi


Judy Green


Linda Herrman


Jim Lussier


Patti Denney

Helen McCann





cc: Dale Dennis, Deputy Commissioner, Kansas State Department of Education
Dr. Richard Branstrator, Superintendent of Schools, Leavenworth, KS
Alan Schuler, Deputy Superintendent, Leavenworth, KS

Winning Teams is a breakthrough interactive distance-learning program that targets the most important people in a young child's life—parents, teachers, and caregivers.

CHILDREN

Ohio Parents, Teachers, Caregivers Tune in to "Winning Teams"

We are often warned about the possible negative consequences of television being used as a babysitter, depriving children of stimulating interaction and activity that promotes brain development and growth. Ohio is putting television technology to work to enhance early childhood development by engaging and educating communities about enriching a child's development.

Television is a powerful, ubiquitous medium with an ability to reach remote locations instantly. Via satellite, television signals can be beamed to virtually any region of the country—a reach unmatched by any other medium. Ohio RISE (Resources and Instruction Staff Excellence), a distance learning nonprofit, is harnessing television's technological force with a innovative program called Winning Teams for Young Children. Winning Teams is a breakthrough interactive distance-learning program that targets the most important people in a young child's life—parents, teachers, and caregivers.

Winning Teams broadcasts, via satellite, training sessions that teach parents and caregivers effective methods of help-

ing children develop to their fullest potential. The program is generating enormous support across Ohio, with training sessions beamed to 22 sites throughout the state and additional sites in Washington, D.C., and Philadelphia. Total enrollment in the program has reached 4,000 parents, teachers, and early childhood caregivers.

"It's not about building bureaucracy," said Chad Wick, president of RISE. "It is using a state's existing infrastructure to move a message about effective child care and making that message stick. It is creating a community of interest in child care that includes caregivers, teachers, and parents." Wick demonstrated the program to governors and state team leaders gathered at NGA's Center for Best Practices conference on early childhood development in Columbus, Ohio (see page 1). Wick calls Winning Teams a "high-performance distance learning" program.

Through Winning Teams, caregivers and parents learn from top experts in early childhood development and leading professionals in their communities. Participants discover three key ingredients that help make the most of the early years of learning—**development, learning, and partnership.**

The **development** curriculum covers information about a child's growth and learning process. Caregivers learn what is typical at a given age, what behaviors should be expected as a child grows, and how caregivers can help a child fully develop.

The **learning** curriculum covers how caregivers can help children learn more information faster, how learning can be made more fun, and how to get children ready to read.

The **partnership** curriculum teaches parents how to get the most information from their child's teachers and educates teachers about how to get along better with parents. Sessions teach communi-

cation and negotiation skills that help parents and teachers reach an understanding faster and with less stress. One participant noted, "I do things now with my child that I never would have done before."

"We liken the role of an early caregiver to a gardener," said the discussion facilitator who spoke to the group via satellite. "We strive for a nurturing environment tended by knowledgeable parents and caregivers who are connected and support each other."

Eighty-six percent of child care environments are rated from mediocre to poor in the United States. This team approach joins parents, teachers, and early care providers in helping a child start school ready to read, write, think, and succeed. It is a synergy that will produce enormous returns in the future. Children who are ready to learn will have a great deal to contribute to the labor force of the future.

An independent evaluation by Miami University of Ohio found a high level of satisfaction among parents, teachers, and caregivers who participated in the training session. Parents said they felt more comfortable in the classroom and said they would be more involved in their child's education in the future. Teachers said they felt they had a stronger relationship with parents. In addition, caregivers reported being more aware of developmentally appropriate practices that prepare children for school and boost their ability to learn.

The Winning Teams pilot program, implemented in fall 1996, was funded with a \$1.25 million state challenge grant and matching funds from businesses and private foundations. ■

October 13, 1997

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Ohio Gov. George V. Voinovich, Chairman
Raymond C. Scheppach, Executive Director
Noel J. Milan, Director of Public Affairs
Becky Fleischauer, Manager of Media Relations
Shelley L. Borysiewicz, Managing Editor

CREDITS AND CERTIFICATIONS

Credit hours are roughly equivalent to the amount of time spent in the program. Participants will spend three hours in each of three video conferences and a minimum of two hours in each of three workshops for 15 total contact hours.

Please pick up a Human Services In-Service Training Form at each Winning Teams video conference and teacher workshop, regardless of the type of credits you are seeking. **Hold onto these forms until the last workshop. These forms are your proof of attendance at each event.**

Please bring to the last workshop all of the In-Service Training Forms you have collected through the Winning Teams program, along with your social security number and payment for the type of credit you are seeking (college credit handled separately as instructed below). Following the workshop, volunteers will instruct you how to transfer these forms into the credit you need.

CDA: No additional cost. Training covers these CDA functional areas
#2 Steps to Advance Children's Physical and Intellectual Development (3.5 hrs.)
#3 Positive Ways to Support Children's Social and Emotional Development (3.5 hrs)
#4 Strategies to Establish Productive Relationships with Families(4 .5 hrs)
#6 Maintaining a Commitment to Professionalism (1.5 hrs)
#8 Principles of Child Growth and Development (2 hrs)

Clock Hours: Ohio Department of Human Services will recognize 3 hours for each video conference plus two hours for each workshop. No additional cost. **Individuals who attended Winning Teams last year are eligible for ODHS credits again this year!**

Counselor and Social Work: The State of Ohio Counselor and Social Worker Board has approved 13.5 contact hours for Counselor CPE's and Social Work CPE's.

Early Intervention: *Approval is pending* from the Ohio Department of Mental Retardation and Developmental Disabilities for 15 contact hours towards an E.I. Certification.

International CEU: Ohio Head Start Association, Inc. will recognize applications from all participants. These credits are for CDA renewal. Cost is \$7. Total 1.5 credits.

Ohio Department of Education CEU: Available to certified teachers. Cost is \$7. Total 1.3 credits. *(A total of 1.5 credits are pending approval of the additional workshop).* **Individuals who attended Winning Teams last year are eligible for ODE credits again this year!**

College Credit: A limited number of colleges and universities may offer one to two hour undergraduate credits. We recommend asking your college advisor - if you are already enrolled - if they will grant independent study credit for this training. You may be required to complete additional readings and course work in order to receive college credit. Please call our office with any question pertaining to college credit.

Questions? Call Ohio Winning Teams at 1-800-436-2067

9/17/97 corrected copy

Contact: Chad Wick or Cathie Harvey
Resources and Instruction for Staff Excellence, Inc.
800-971-7473 or (513) 562-6221

Ohio's Distance Learning Training Program on Parent Involvement in Education

Making the Most of the First Years of Life

What is Ohio's program?

Winning Teamssm for Young Children. It teaches parents and early childhood professionals -- at the same time -- how to use their partnership to improve everyday parenting and teaching practices. It applies business's teaming approach to raising and educating children.

What are the Winning Teams objectives?

Targeting the 0 - 6 age group,

- To improve parent involvement in education;
- To improve parenting and teaching practices;
- To have children ready to learn when they reach first grade.

Why emphasize teaming and partnership?

Like the two sides of a coin -- both are essential if we are going to make our efforts at school and social reform pay off. Parent-teacher partnerships are the single most important indicator of student success. If these relationships are to be effective we must teach partnership skills, such as communication, assertiveness and negotiation.

Only teachers and parents, working together, can be in a position to improve the quality of life for young children. Young children live with guardians, relatives and single mothers. Their lives are difficult -- often going from crisis to crisis. Parents need the help teachers can provide. Teachers need the information families have.

How important is parent involvement in education?

Studies show when schools work together with families to support learning, children tend to succeed not just in school, but throughout life. With parent involvement students have:

- higher grades
- higher test scores
- better attendance
- fewer placements in special education
- higher graduation rates.

How important are the early years?

Unused synapses or brain connections are eliminated by the brain. Children who don't hear the letter "L" in the first year of life are never able to hear or say it. Children who aren't nurtured lose the ability to love. These new scientific findings point to the critical importance of engaging, nurturing experiences during the first years of life.

Does Winning Teams work?

Yes. After the first year's pilot program parents and teachers rated it 4.3 out of 5 in satisfaction. They learned negotiation skills. They reported they would be more involved in their child's education in the future. They felt more comfortable in classrooms. Teachers felt they had stronger relationships with parents. Families reported they would read more with their children. They felt they could better explain and understand developmentally appropriate practices. The research is being redefined and further evaluated by Miami University.

Who developed Winning Teams?

RISE with support from the National Association for the Education of Young Children, Ohio Head Start Association, Parents, Inc., The Mayerson Academy, The Ohio State University and others.

What is the Winning Teams model?

15 hours of training delivered in video conferences and workshops. High tech, high touch, the model uses exciting real-life video clips and live trainers.

In Ohio, the programs are broadcast to 20 downlink sites and trainers conduct hundreds of small group workshops.

How many can attend the course?

Between 4,000 and 7,000 teachers and parents attend each series.

What makes it different?

- Distance learning: 9 hours of videoconferences with 40 preproduced videos.
- Live trainers at every site.
- Cost effectiveness: more participants = reduced cost per participant hour.
- Size: 4,000 - 7,000 per session.
- Public-private partnership: first time this level is achieved in early childhood

Who attends?	Wide ethnic and demographic range of parents in rural and urban settings. Emphasis is on lower to lower-middle income.
Benefits?	Teachers and parents can earn college, CDA and continuing education credits. They start college savings programs (through Ohio Tuition Trust Authority). They improve skills and strengthen relationships.
Who supports it?	<p><u>The Field</u>: National Association for the Education of Young Children; Zero to Three; Head Start; National Association of Child Care Resource & Referral Networks; Parents, Inc.</p> <p><u>Business</u>: Procter and Gamble; Scripps Howard; Mead Corporation; Student Loan Funding Corporation and many others</p> <p><u>Private Sector</u>: A.L. Mailman Family Foundation; Martha Holden Jennings Foundation; The Mayerson Foundation</p> <p><u>Public Sector</u>: State of Ohio, Department of Education</p>
How can it be replicated in other states?	The course is broadcast a minimum of two times per year. These broadcasts can be easily, and cost-effectively downlinked anywhere in the U.S. RISE will train facilitators to lead the sessions and workshops. RISE will provide all written and promotional materials.
What are people saying about Winning Teams?	<p><i>"Winning Teams has done for parent and teacher training what Ford did for the automobile ... It makes parent and teacher training affordable and accessible, while maintaining high standards of quality."</i></p> <p>Marsha Weinraub, Ph.D., Professor, Temple University and a Principal Investigator with The National Institute for Child Health and Human Development Study of Early Child Care</p> <p><i>"What particularly impresses me about this project is the leadership of Ohio's early childhood community -- public and private childcare, Head Start and public school providers -- all want to participate and work more closely with one another. This is a breakthrough achievement..."</i></p> <p>Ohio Governor George V. Voinovich.</p>

"Winning Teams content and format make it an important new resource in our field...Please let us know how we can join you in making Winning Teams available to the widest possible audience." Zero to Three

"The videotapes were the highest quality depictions of early childhood practice that I have seen." National Association for the Education of Young Children

"We encourage you to expand information about your work both throughout the state and across the nation." Council for Early Childhood Professional Recognition

"In my twenty-two years of professional work promoting parent-professional partnerships, I have not seen any other program that takes the role of the parent so seriously...Winning Teams sets a new standard for family support and parent education programs." Parents, Inc.

"The NAB applauds the work of Resources and Instruction for Staff Excellence, Inc. and acknowledges the Winning Teams for Young Children program as fundamental to building a quality workforce for the future." The National Alliance of Business

"Please let me know if there are any ways in which I can be useful in your efforts to bring Winning Teams to as many parents and caregivers as possible, in Ohio and throughout the United States." The National Institute of Child Health and Human Development

Winning TeamsSM for Young Children: The Course & Content

Winning Teams for Young Children is a six session course: 3 videoconferences, 3 small group workshops. It takes place over a couple of months.

Parents and early childhood professionals attend the course as teams of up to eight people. They learn from trainer/presenters, view engaging videos, discuss practices in small groups and report findings to the larger group via interactive technologies. They participate in groups of about 100 to 400 people who gather at 18+ event sites across the state. Approximately 4,000 or more attend each session.

Ohio will host two sessions of Winning Teams in 1998:
Spring Session: March 17 & 20; April 7 & 17; April 28 & May 1.
Fall Session: Dates to be determined

Targeting the early years, the objectives of the course are to:

- Improve parent and teacher partnerships;
- Improve parenting and teaching practices; and
- To have children ready to learn when they reach first grade.

To reach those objectives the course strengthens the parent-teacher partnership by teaching inter-personal skills: communication, negotiation, assertiveness and coping with change. These strategies are practiced as the partners focus on the development and learning of specific children in their mutual care. To support their discussions, the course also provides participants with a common language about development, learning and partnership.

Workshop and Videoconference #1: Active Learning -- Hands On, Minds On, Feelings On

Learn how children like to learn best! Learn how to keep them engaged! Learn how to keep their brains stimulated. Begin to think about parent involvement in education. What is the role of parent and teacher preferences?

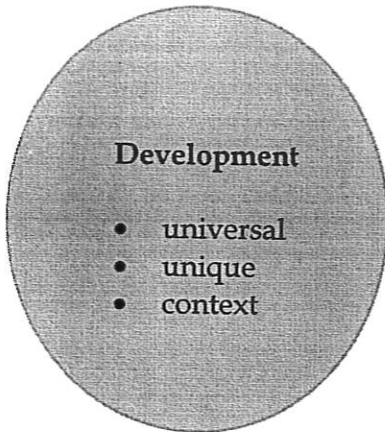
Workshop and Videoconference #2: Meaningful Learning -- Making A Meaningful World

We learn best by solving personal problems. That's how we learn to operate computers and cars. What kind of problem-solving helps children learn? What can you give them to stimulate all areas: reading, thinking, math, and social skills. We'll continue to think about parent involvement in education and look at basic communication skills.

Workshop and Videoconference #3: Communication -- Partner to Win!

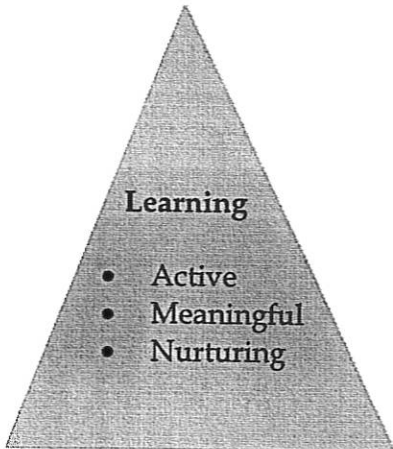
Business believes in partnership. Teaming is beyond a trend - it's a way of working. Let's team up to help children learn by improving our ability to communicate, negotiate and respond to a changing world.

Winning Teams Content



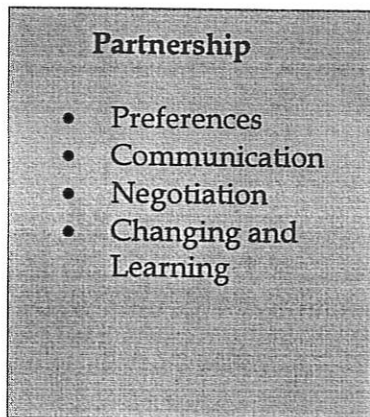
Parents and teachers make decisions about how they will react to children every moment. The best decisions take into account the child's development.

- How do I know if my child is ready to read?
- How can I find out when my child should start to walk?
- Is my child developing faster than other children? Slower? How do I find out what is normal?
- What interests should I encourage?
- When should children start sharing?



Parents and teachers can help stimulate children's brain development every day by offering a wide variety of experiences that engage children in active, problem-solving, and nurturing situations. Busy parents can slow down everyday experiences.

- How can parents help children learn to read at the grocery store, the gas station, or while paying bills?
- How can teachers make learning more fun and exciting?
- How can problem behaviors be eased?
- How can parents and teachers better listen to children?
- Can the arts be used to help children learn math and science?



Parents and teachers who work in partnership will have a better understanding of the child in their mutual care. Teachers will better understand the child's home environment, experiences and unique behaviors. Parents will be able to enhance the learning that occurs at school by working on the same things at home.

- As a parent, how can I feel comfortable in the classroom?
- As a teacher, how can I work better with parents who don't come to the classroom often?
- As a parent, how can I make my feelings known to the teacher? My child is not learning fast enough.
- As a teacher, how can I get more parent involvement?